

The Influence of Principal Leadership on Teacher Performance at SMKS Al- Inayah

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ABSTRACT

In achieving educational goals it is very important to have high teacher performance. On the other hand, there is a problem in carrying out the teacher's mandate, namely that there is communication that has not been running efficiently and effectively so that the lack of motivation given by leadership to his subordinates has an impact on teacher performance. The purpose of this analysis is to capture the influence of the principal's leadership regarding teacher performance at Al-Inayah SMKS. The type of this research is the total population of 45 people, so it is a representative study. The results of this study indicate that the effect on teacher performance is 0.67 and has a direct effect of 0.311 or 31.1%. Meanwhile, the excess (100% - 31.1% = 68.9%) is controlled by other variables outside the variables not reviewed.

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1. INTRODUCTION

With the current universal era, the role of the school principal is also one of the most important parts in the success of the world of education. It is important for a leader in a school to develop his competencies on an ongoing basis by carrying out various innovations in the continuity of science and technology in the current industrial era 4.0 in making students have 21st century competencies. National Education (SNP).

(Muhassanah, 2020) Schools are organizations that as a whole have complex things between various parties with fast and high coordination to achieve the goals that have been set. The role of human quality in an organizational scope is one of the important factors. (Muhassanah, 2020) when the school has effective leadership, the teacher will take part in activities related to student progress and can be carried out according to plan. Example of this activity includes; establish a vision, be transparent about existing goals and tasks, monitor and analyze performance, and provide for the needs of students, for example through the provision of stationery. (Manik, E & Bustomi, 2012) the task of the leader is to direct, control, supervise, create motivation to work, direct the group, create a fundamental social pattern, provide effective observations, inspections and carry out sympathizers for the target to be intended in proportion to the decisions and preparations.

A very progressive manifestation of knowledge is education. As is known, a number of countries lack essential resources, but are able to guarantee the welfare of their citizens. This may be the result of the high quality education they have, which will lay a solid foundation for humanity. Strong education will be created thanks to the role of the principal as the policy authority in the school. As an organizational or group leader,

the principal is very concerned about the success and quality of all components of the school (Ndoen, E., & Manurung, 2021). So the principal must be adept at directing the people who are in it and the school environment in making decisions on certain policies. If the group team does not have a leader, then the group team will provide services that are usually not provided. However, if the work team does not have a specific work team leader, it will always be managed, not led (Harefa, 2000).

Leadership is the spearhead of determining an organization's downturn until its success (Miftah, 2012). Next (Pratama, F., Marsidin, S., & Sabandi, 2020) states that a leader has his own limitations in creating school conditions that must be achieved, but his role as a school principal must be able to manage all things. Hersey and Blanchard, in (Aspizain, 2017) The role of a leader is to be able to influence other people so that they can carry out existing activities in accordance with predetermined organizational goals. Leaders are able to provide encouragement to their subordinates in transferring their expertise so that the quality of subordinates continues to develop in a sustainable manner (Suyitno, 2021). According to (Yulliatika, Dilla., Rusdinal, 2021), Strong leadership has an influence on the implementation of a performance in the organization so that when leaders are unable to keep up with existing changes, a downturn can occur in an institution.

High teacher performance by carrying out teaching duties at school is very important to become professional experts, UURI No. 14 of 2005 Article 8 regarding describes that "Educators must have academic requirements, skills, be healthy, have an educator certificate and have the toughness to manifest a goal National Education". With the provisions that must be made by the teacher, they must meet quality standards in order to create good quality teachers in providing guaranteed learning in educating students. Therefore the teacher's performance must continue to lead to the achievement of learning and educational goals in educating all students. (Setiawan, Bahar Agus & Muhith, 2013) Principal leadership is a conducive method for achieving teacher performance. The principal encourages employee passion with three components, namely; 1) to support educators work prioritizing the urgency of the association, 2) to support educators in understanding the main purpose of production, 3) raising the needs of educators with the same level of implementation. The opinions listed enforce the results of the analysis of the concrete influence of leadership on teacher performance.

Thing Factors that affect the performance of subordinates are highly dependent on an effective principal's leadership and involve participation in various activities throughout the day with the aim of achieving desires that are in line with the plan, namely creating a vision, identifying opportunities for growth, selecting challenging tasks and being able to complete them on time (Muhassanah, 2020). With the actions of subordinates who have the ability to carry out their duties with full responsibility responsible and complete the work on the job desk that has been determined. As well as leaders who are able to make future predictions, to set agreed missions and goals by continuously evaluating the work performance of their subordinates. The role of the leader should continue to direct, train and provide good feedback in every situation.

As for the initial observations of teachers at SMKS Al-Inayah, it can be stated that there are still a number of problems, namely the existence of the leadership of a school principal which affects teacher performance. This is in the form of communication that has not run efficiently and effectively so that the lack of motivation given by leaders to their subordinates has an impact on teacher performance.

This is in line with several other studies namely (Ndoen, E., & Manurung, 2021) conveyed that the principal had not taken the initiative in school development so that the leadership of the existing principal had not paid attention to the needs that existed in the next school when a principal who had almost reached the retirement age of his duties tended to outsource to his subordinates so that it could impress the role of the principal only as symbols and teacher performance are also increasingly erratic in carrying out their duties with the main duties of the school principal. Endang Kusmiah inside (Muhassanah, 2020) Implied meaningful connection in the midst of the performance of elementary school teachers in Sukomanunggal District, Surabaya City with the principal's paradigm intelligence based on the teacher's observations, the principal's human relations skills based on the teacher's observations, and the principal's strategic skills based on the teacher's mandate. Next (Fredikus Djelahu Maighoaku, 2010) shows that the effectiveness of high school teachers in Manggarai Regency is significantly controlled by leadership, principal competency and school climate.

The effectiveness of a school leader is key in optimizing teacher performance which is predicted to optimize education standards. Research findings linking teacher performance with principal leadership indicate that determining a beneficial impact on teacher performance (Gading., Puspa., 2015). Leaders by thinking about their institutions also contribute to increasing teacher expertise (Murti, 2016). According to findings from other analyses, it is clear that teacher performance is controlled by school leaders (Purwoko,

2018). Teacher effectiveness is significantly influenced by school leadership (Muh. Husen Arifin, 2018). Thus to ensure that education continues in the face of a crisis or emergency, school principals play an important role in developing policies related to crisis management. (Ali Murfi et. al., 2020). As a result, it is clear that teachers will do better when their principals lead well. Conversely, the quality of teacher performance will decrease in direct proportion to how well the principal manages the school.

Researchers believe that the performance of teachers in schools is influenced by the leaders of a school based on the background of the problems found through initial observations. Therefore the researcher is concerned with conducting a study on the impact of the principal's leadership on teacher performance at Al-Inayah Vocational High School based on the context that has been discussed.

2. METHOD, DATA, ANALYSIS

This research was carried out at SMKS Al-Inayah. This type of research is quantitative, and the population is 45 people, so it is a representative research. This action is used when the population is relatively small. Another type of sample is the census, because of which the majority of the population is classified as a sample (Sugiyono, 2011). Doing evidence reviews using validity and reliability tests. This validity uses the Pearson Product Moment rule, which considers the number of each item with the result obtained from the respondent. Carrying out the validity test by considering the value of r count with r table.

After that, the reliability test is carried out carefully to find out the results of the relative consistency test when using the same gauge for the second time. The use of this measurement indicates how likely it is to be trusted. The criteria used are based on the Cronbach Alpha theory. For example, the Cronbach Alpha value of a variable is greater than 0.60, so it is considered reliable.

The next step is to carry out a normality test to understand whether the residual values are normally distributed or not before carrying out a more focused linear regression analysis. The best form of regression is normally distributed residual values, which can be achieved with non-parametric statistics such as Kolmogrov-Smirnov. After that understand linearity in order to understand the type of influence between the two variables. All of this research was carried out using the SPSS program.

3. RESULT AND DISCUSSION

Result

The data that has been collected has been evaluated and its reliability, as well as its normality and linearity. After that, regressive planning is carried out, along with the income:

Table 1. Results of the Principal Leadership Significance Test (X) on Teacher Performance (Y)

Model	Coefficients			T	Sig.
	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta		
(Constant)	37.322	12.331		3.207	.004
Kepemimpinan KS	.697	.158	.558	4.404	.000

Based on table 1 known that the hypothesis of principal's leadership regression is obtained, namely 0.697 with a Sig of 0.000. So $0.000 < 0.05$. This means that the principal's leadership has a significant influence on teacher performance.

Table 2. The coefficient of determination (R2)

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
(Constant)	.558 ^a	.311	.295	8.24194

Table 2 above is the output of the Summary type SPSS, the R Square value is 0.311. The R value is the source of the R squared value, namely $0.588 \times 0.588 = 0.311$. The determining factor (R Square) is 0.311 or equal to 31.1%. The graph above shows that the leadership of the Principal (X) has an influence on teacher performance (Y) of 31.1%. In contrast to this, the remainder ($100\% - 31.1\% = 68.9\%$) is influenced by variables around the dark variable. From the results of the analysis, there are statistics that

prove that the leadership of the principal has an influence on teacher performance at Al-Inayah Private Vocational School. This finding is supported by the fact that these two variables are at high and medium levels.

Discussion

In line with the analysis (Novitasari, 2012) that the performance of teachers who are controlled by the principal's leadership is positive and significant. This analysis is also supported (Manik, E & Bustomi, 2012) which led to the conclusion that the principal has a significant influence on teacher performance. This means that when school leaders become effective, the work of teachers will also become more effective. Besides that (Suyitno, 2021). leadership is intended as the authority of the ruler in optimizing teacher performance. Because of the principal's instructions, teacher performance will be optimal, and consequently teacher productivity in schools will also be optimal. In addition to, (Sudarmanto, 2009) Leadership is the main key that is very credible for school achievements. The principal as the ruler of the group and person in charge of the organization is known as the initiator and organizer of all activities in the school, has obligations regarding the arrangement of wishes to be achieved. More or less from the results of the analysis related to school principal leadership and teacher performance, the influence of both is evidenced that there is a concrete influence between these two variables.

Also strengthened by the results of the analysis (Lestari, 2017), which produces t count $6.110 > t$ table 2.024 , meaning that the principal's leadership has a positive effect on teacher performance. This statement was also reiterated by (Dahnil, 2017) produce t count $18.852 > t$ table with a significance of $0.000 < 5\%$. Explains that there is a positive influence between teacher performance and school principal leadership. Also submitted by (Vela Miarri Nurma Arimbi, 2011) it was found that the results had a positive and significant effect on the influence of leadership on teacher performance around 30%, similar to similar analyzes carried out by other researchers.

4. CONCLUSION

The findings of this study can be taken in essence that the leadership of the principal of SMKS Al-Inayah shows an influence on teacher performance of 0.67 and has a direct influence of 0.311 or 31.1%. Meanwhile, the excess ($100\% - 31.1\% = 68.9\%$) is controlled by other variables outside the variables not reviewed.

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